



Equity Statement for SR22-12, On Early Literacy Priorities

The D.C. State Board of Education (State Board) believes that improving early reading is a critical issue for all students and disproportionately important for students who are at-risk and who have disabilities, whose scores are substantially lower than their peers. Thanks to broad advocacy, including from State Board members, the D.C. Council adopted the Addressing Dyslexia and Other Reading Difficulties Act, aimed at strengthening professional development and early screening.

The State Board aims to further increase equity in District schools by ensuring that students have access to an evidence-based, culturally responsive reading program that is proven to enhance literacy outcomes. The State Board believes that every child can learn to read when given the right instruction by trained educators, and when given targeted interventions and supports, if needed.

Additionally, the State Board recognizes that the COVID-19 pandemic took a large toll on student achievement, with a disproportionate impact on at-risk students. The State Board recognizes and aims to remedy the significant disparities in academic performance between white students and students of color by recommending the District invest in a multi-tiered, systematic method of reading instruction, grounded in the science of reading.

